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3.—*Address delivered before the Rhode Island Society for the Encouragement of Domestic Industry, at their Anniversary, Oct. 9th, 1826.* By JOSEPH L. TILLINGHAST. Providence.

THIS is the production of a man of taste, genius, and right feeling. The principal feature of the discourse may be considered as agricultural, and the measures proper to be adopted and pursued for the improvement of our agriculture are succinctly indicated, but with emphasis and power. The observations on manufacturing industry and the mineral wealth of the state of Rhode Island are not less important and well timed. It is such doctrine, from first to last, with very trifling exceptions, as we should be glad to have inculcated at all our rural meetings, our cattle shows, and our agricultural anniversaries, from one end of the union to the other. Not often can this be done in more expressive and beautiful language, than that of Mr Tillinghast's discourse.

The public education of America, if we may so express ourselves, has, till within a few years, been *partial* and limited to a portion only of those things, which promote the public welfare. From the settlement of the country down to the revolution, all manufacturing industry was proscribed. This was an unnatural restriction, imposed by a foreign power, not for the good of the colonies, but for her own good. It operated consequently to depress one whole branch of industry. Of the two others, agriculture was deprived of all the advantages growing out of a denser population and a nearer market, which manufactures would have produced, and navigation alone was stimulated. After the establishment of our independence, the peculiar state of the world perpetuated to a certain degree the same state of things. The carrying trade (amply shown by Adam Smith to be naturally the least favorable to the prosperity of a country) was made, by circumstances, highly attractive and lucrative to our merchants and the navigating interest in general. Then followed the disturbed condition of our political relations, which applied an unnatural stimulus to some branches of industry, and brought an equally unnatural depression on others; and to this succeeded the reaction consequent upon shutting the gates of the temple of Janus. It is only, therefore, within a few years that the country has been left open to the natural action of those influences which ought, in all respects, to decide its policy as a nation, and regulate the pursuits of its citizens as individuals.

There is, however, now no cause of complaint or apprehension, that the public feeling of the country will be restricted or confined to one or two leading pursuits. The natural attractions

and facilities of commerce remain, and there is no fear that our citizens will not engage in it, to say the least, as far as the state of things abroad will permit them to do so to advantage. Manufactures have now received a full share of the disposable capital of the country. Agriculture is daily receiving advantage from the lights diffused by our associations for the promotion of husbandry, and what are called *internal improvements* are pursued with intense and growing zeal. The mind of the country is awake, is daily informing itself, and is acting with mighty energy. Prejudices are clearing up, a feeling and policy conformed to the condition and situation of the country are daily acquiring friends; and the character of America is forming in all its departments.

We beg leave warmly to recommend Mr Tillinghast's discourse. It is on important subjects; they are ably treated; it can scarcely be read by any one without imparting to him good views, kindled feelings, and new lights.

4.—*Annual Report of the Acting Superintendent of Common Schools, made to the Legislature of the State of New York, January 23d, 1827.* pp. 61.

It is generally admitted by those who have paid any attention to the state of the various seminaries of education in this country, that they are in the rear of the progress of society in other respects. To whatever cause this deficiency may be owing, and however much it may be, as it often unquestionably is exaggerated, it is obvious that the first step towards correcting it is to ascertain its precise nature and extent. To this end, it is important to obtain a full and minute account of the state of the schools and other places of instruction, with regard to the numbers and ages of the pupils, the subjects taught and books employed in teaching, the modes of instruction and discipline, and the moral and intellectual qualification of teachers.

On several of these subjects of inquiry the excellent report of the New York schools gives very satisfactory information. With regard to others, it did not fall within the province of the Superintendent to say anything.

The numbers attending the public schools are given with great apparent accuracy, and exhibit a very remarkable result. There are 431,601 children taught at the public schools only, without including those belonging to 570 school districts from which no reports were received. If we allow the same average to these, the number will rise to above 464,000. This is a most remarkable result, although the children may be taught only the bare elements of knowledge, merely to read, write, and cipher. A